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ABSTRACT

Intended for a group of twelve to sixteen people with one facilitator, CESSHEE (Conflicts in Eliminating Sex Stereotyping in Home Economics Education) includes materials and instructions for a simulation game for individuals concerned with how sex discrimination, stereotyping, and bias may influence the enrollment of both sexes in home economics courses. Objectives are to identify and clarify beliefs and issues related to (1) who may influence the decision of students to enroll in home economics and their reasons and (2) how sex stereotyping and bias limit possibilities of both males and females enrolling in home economics. Seven group members role play people from the community and public school system serving on a special committee which is to make a recommendation to the school board about a one-semester required home economics course on independent and family living. The roles include a recent male graduate, young working mother, female PTA president, male director of counseling, male curriculum director, female high school senior, and female home economics teacher and department chairperson. The game simulation proceeds from committee member position statements, discussion, and rebuttal to entire group discussion and voting. Role descriptions, directions for observers (the remaining group members), and voting sheets are provided. (YLB)

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Project MOVE

(Maximizing Options in Vocational Education)*

General Directions For

The Game of CESSHEE

Conflicts in Eliminating Sex Stereotyping in Home Economics Education

Have one facilitator (group chairperson) for each group of 12-16 people and allow the facilitator time to go over the directions.

Provide each facilitator with the following set of materials:

One complete set of written directions and materials, including roles

One set of the seven roles, on separate sheets

Names cards for seven role players and appointed chairperson (group facilitator)

Nine "Directions for Observers" forms

If possible, have each group meet in a space and/or arrange their chairs so their discussion will not interfere with the discussion of other groups.

Important: Though the simulation can take over an hour to play, less than one hour will be available at the AHEA program. Therefore, it is very important to keep within the time limits that are given. Don't hesitate calling time for any individual or any part of the game. Do not do Step 10 unless there is at least 20 minutes left.

*Project MOVE is presently located at NYS College of Human Ecology
Dept. of Community Service Education
N135 MVR Hall
Cornell University
Ithaca, NY 14853

As of September 1, 1979, Project MOVE will be located at SUNY College of Technology
Division of Voc. Tech. Ed.
811 Court Street
Utica, NY 13502

Project MOVE

C.J. Farris, 1979

CE 024 114

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The Game of CESSHEE

Conflicts in Eliminating Sex Stereotyping in Home Economics Education

Directions for Group Facilitator (Group Chairperson)

Go through each step of the directions, reading information to the group where indicated and carrying out the activities as indicated.

Read 1. Purpose: CESSHEE (Conflicts in Eliminating Sex Stereotyping in Home Economics Education) is a simulation game for individuals concerned with how sex discrimination, stereotyping, and bias may influence the enrollment of both sexes in home economics courses.

The broad objectives of the game are to identify and clarify beliefs and issues related to:

1) Who may influence the decision of whether or not students enroll in home economics and reasons they might give.

2) How sex stereotyping and bias can limit the possibilities of both males and females enrolling in home economics.

Read 2. The Situation: People representing various segments of the community and public school system have been asked to serve on a special committee. The committee is to make a recommendation to the school board on whether or not all high school students will be required to take a one-semester home economics course on independent and family living.

Read 3. Instructions for Playing: Seven people will be needed for reading and expanding upon seven roles. The remaining people in the group are to serve as observers during the role playing. I will serve as the Chairperson.

4. Ask for seven people for the following roles. If possible, have males play the roles of Billy Leeve, Pat Status, and Dr. Strong.

1) Billy Leeve, recent graduate
2) Ms. Amy Libb, young working woman and mother
3) Mrs. Irma Noawl, PTA president
4) Pat Status, Director of Counseling
5) Dr. K. Strong, Curriculum Director
6) Sue Freed, high school senior
7) Ann Core, Home Ec. teacher and department chairperson

Give each their role description and name card and ask that each study his/her role and plan how to convince others that his/her point of view is an important one that should be given priority in the recommendation given to the school board. Explain that each will have up to one and one-half minutes for stating (reading if they wish) their position and then there will be some time for expanding their arguments and rebuttal of positions that differ from their own.

5. While the seven role players are studying their roles, pass out the Directions for Observers to the remaining people in the group. They should study their directions.

   Allow about three minutes for the people to study their roles.

6. Request that the role players have their name card in view

Read — We are now opening the meeting of this special committee, appointed by the school board. Our charge is to consider the recommendation that all high school students be required to take a one semester home economics course on independent and family living. I have offered to chair the committee meeting, agreeing not to present any personal viewpoints. My role is to implement and facilitate the previously set procedures for this meeting.

Read — To begin, each of the seven committee members will have approximately one and one-half minutes to state his or her position concerning the recommendation made to the school board. I will call time on anyone who goes over one and one-half minutes. We will begin with Mrs. Core, the home economics chairperson.

(Don't allow any one person to go over the one and one-half minute limit)

7. After each of the seven people have stated their position, explain that the floor is open for questions, further discussion, expansion of positions, and rebuttal to statements made by others. (You may want to call on each person in the same order that they first spoke.)

   Allow 10-15 minutes for this discussion, then announce that the simulation does not call for the group to come to an agreement on a recommendation, and it is time to go on to the next step.

8. Ask the observers to discuss their perceptions and responses to the questions they had. Be sure to read each question aloud for the total group. (10-15 minutes)

9. If time allows, open the discussion to the entire group, allowing the people who played roles to respond to the comments of the observers.

10. Have the total group discuss the following question:

    1) What implications does the simulation have for strategies home economics educators might want to use to increase male and female enrollment in home economics?

11. Collect all materials except voting sheets and observation forms (collect roles and name cards) and put these and your materials in an envelope and return to C.J. Farris.

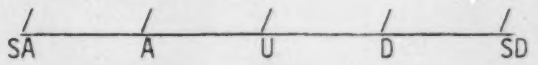
Developed by C.J. Farris, based upon DACHE by C.J. Farris, "The Game of Fixit", Games for Growth, by A.K. Gordon, and "Negotiations" by Kanawha Valley MITEC, Charleston, W. Virginia

VOTING SHEET

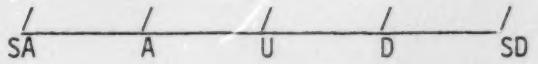
Check the response that best indicates how you feel about each statement.

SA = strongly agree
A = agree
U = uncertain
D = disagree
SD= strongly disagree

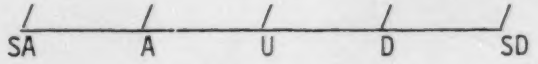
1. It is more important that adolescent girls be provided career or college preparation than general home economics.



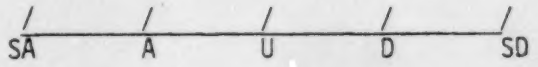
2. High school home economics can provide knowledge and skills that other subject matter areas cannot provide.



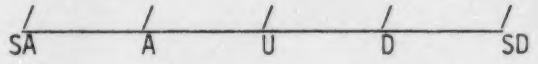
3. Providing home economics for female students and not male students would be discriminatory.



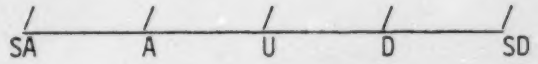
4. Most young women should plan to be the homemakers with their husbands providing the income.



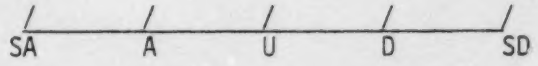
5. Adolescent males need home economics to prepare them for adult roles and responsibilities as much as adolescent females do.



6. Adolescent males and females can learn most effectively by being in separate home economics classes.

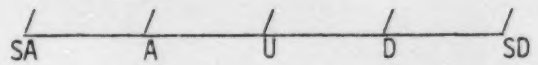


7. College bound high school students are as much in need of home economics as non-college bound students.

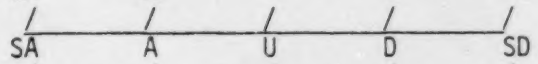


8. What courses are required of students should, ultimately, be determined by the:

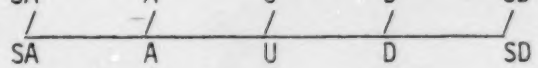
a) state education department



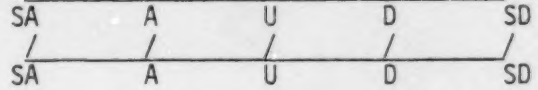
b) school board



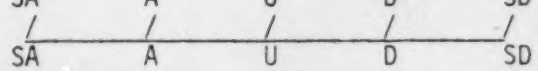
c) school administration



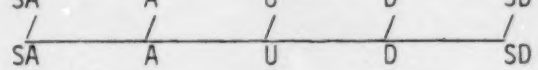
d) parents



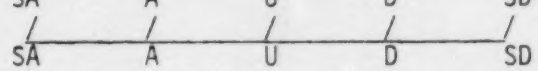
e) faculty



f) students



g) all of the above



Project MOVE

C.J. Farris, 1979

-OBSERVER-

Directions for Observers: Keep the following questions in mind while observing the role-playing. All observers can consider all five questions, or you might take individual responsibility for certain questions. You will be asked to share your responses to the questions with the entire group.

1. What are some of the basic issues identified by the discussion?

2. What were some apparent sex stereotyped and biased beliefs and values?

3. Were any conflicts of values and beliefs apparent? If so, what were they?

4. Who seemed to have the most influence on the group and what reasons were they giving?

5. Were beliefs and reasons of all the groups the role players represented given? If not, what other beliefs and reasons might be used to influence the decision?

Project MOVE C.J. Farris, 1979

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Project MOVE C.J. Farris, 1979

BILLY LEEVE

(Graduate of high school, presently attending a business trainee program in another city)

Directions: You may read the role as stated below or state it in your own words. The important point to remember is to present the viewpoint given in the role. Whether or not you agree with it, attempt to convince others it is the position they should take. Though while in high school, you wouldn't have been caught dead taking a home economics course, now that you are on your own, away from home, you realize the value of such a course. While in high school, the group you hung around with would have made fun of you and given you a hard time if you had taken home economics. You feel that the course will have to be required of students rather than being an elective.

Role of Billy Leeve

I was one of the graduates surveyed by the home economics department. I must say that when I answered the survey, I realized how much I could have gained by a course as the one that's being proposed. It certainly would make my present life much easier. Because of the training program I'm in, I have had to learn to be on my own and take care of myself. It's really important for my future that my clothes are well taken care of and I spend my money wisely.

Because of the amount of studying we have to do and the limited salary we get during the training program, the three of us who share an apartment have some real problems. We have had to learn how to shop for food and get our moneys worth, fix our meals without spending a lot of time doing it, and take care of our apartment. One of my roommates had a home economics course that was a lot like the one being proposed and knows so much more about how to do all these things you need to do for yourself when you are on your own. We have talked about it a lot and whether or not students should be required to take such a course. We don't see why only girls should learn these things. That could be considered as discrimination against boys. But it will have to be required or many students who need it won't enroll in it.

Our one instructor told us he couldn't have custody of his children when he and his wife got divorced. The judge said that he wasn't prepared to make a home for them and serve as both parents. But his wife is working, being their parent, and taking care of their home. Maybe if boys learned these things, they would see they have responsibilities beyond bringing home a pay check - especially when their wife is also working.

MS. AMY LIBB

(Active in the women's movement, single parent supporting 3 children)

Directions: You may read the role as stated below or state it in your own words. The important point to remember is to present the viewpoint given in the role. Whether or not you agree with it, attempt to convince others it is the position they should take. You strongly believe home economics has perpetuated female and male sex stereotyped roles and is one of the factors that has made it difficult for females to become liberated. You feel that home economics has nothing to contribute to the education of young women.

Role of Ms. Amy Libb

I am pleased to have the opportunity to serve on this special committee so that people with viewpoints similar to mine can hopefully have some influence on educational decisions as this. It has been well documented how education has discriminated against and stereotyped females. At least 9 out of 10 of the girls now in high school can expect to be employed, earning a living. Over one-half of all women are supporting themselves and their families or helping to support a family. Our educational system has not prepared them for anything but low paying - low status jobs. Vocational education has been especially discriminating by channelling girls into home economics and other curriculum areas as secretarial courses that result in their having low self-expectations and not being prepared for earning a decent salary. The amount spent on males, in terms of technical vocational courses, college preparatory courses, and physical education is many times greater than that spent on females.

We've had a long hard up-hill battle to have this issue of equal education for females given any attention at all. Now you want to continue to channel them into home economics, to reinforce the stereotype the educational system has helped to create and perpetuate - the idea that a woman's place is in the home.

It's much more important that females take science, math and other courses to prepare them for non-traditional college work as engineering or law or for them to enroll in courses to prepare them for non-traditional jobs as electronics, plumbers, masons, and other skilled craftsmen. This is the only way they are going to be able to earn a decent living and not be at the mercy of men who make more than they do and who control the business and institutions which now employ females in low-paying, low-status jobs. I certainly don't want my daughters to be required to take home economics.

3)

MRS. IRMA NOAWL

(PTA president, parent, full-time homemaker)

Directions: You may read the role as stated below or state it in your own words. The important point to remember is to present the viewpoint given in the role. Whether or not you agree with it, attempt to convince others it is the position they should take. You basically believe in maintaining traditional roles. Your own life style represents such. You feel it's important that young women be prepared for their homemaking roles and males have some skills to be able to take care of themselves until they marry.

Role of Mrs. Irma Noawl

As president of the school district PTA organization, I'm pleased to represent the many parents who demonstrate their interest in and support of our educational system by belonging to our PTA. We've had a special committee within our organization to discuss issues as this one. I met with this committee just the other afternoon, and we discussed the need for a course as this one and the pluses and minuses of having it required for both males and females. Generally, we agreed on the need for such a course though we differ from the home economics teachers on what content should be emphasized. We also agreed that both males and females should be required to take the course. Those of us with older sons and daughters are very aware of the need for them to be able to live independently. When they go on to college and before they marry, they need to know how to select and prepare decent meals and take care of their clothes. Also, both sexes are waiting longer to get married. Some women may even want to have a career. Because of the high price of housing, both husband and wife may have to work at first to be able to buy and furnish a home. And when a wife works, it's important that a husband be able to help with some household chores. As the PTA president, I support the proposed course be a graduation requirement for all students but with somewhat different content for males and females.

4)

PAT STATUS

(Director, Secondary Guidance and Career Counseling, recently given the responsibilities of District Title IX Officer)

Directions: You may read the role as stated below or state it in your own words. The important point to remember is to present the viewpoint given in the role. Whether or not you agree with it, attempt to convince others it is the position they should take. You basically believe that college preparatory students and, especially boys, don't need home economics. You question that there is very much substance to home economics and really don't feel the home economics teacher will be able to handle boys, especially in coed classes.

Role of Pat Status

As a spouse and parent, I would say that a home economics course could be of great value to boys, but as a counselor, I foresee many problems that may emerge if it is required. First, I don't believe very many boys would want to enroll or want to be required to take home economics. They don't see such a course as important to their future. Requiring them to take such a course could result in them being real discipline problems, especially if in the same classes as girls. Having coed classes for this subject may make it difficult to create a good learning environment. There are some distinct differences in how boys and girls behave and respond to learning situations.

Also, as a counselor, I realize the pressure that our students experience in obtaining the necessary courses for college and keeping up their grades. I think the course could best serve as an elective, so, if the students can spare the credits, they could take it as one of the courses that wouldn't make as heavy demands upon them as college preparatory courses.

Having just been given the responsibility of being the Title IX officer, I'm not yet that familiar with the exact details of the law. I know we did the required self-evaluation in 1977 and did not find it necessary to require both boys and girls to take home economics. Doing away with discrimination does not mean requiring the same courses for everyone. If it is an elective, and mainly girls elect it, I don't see how we would be in violation of the law.

DR. K. STRONG

(School District Curriculum Director)

Directions: You may read the role as stated below or state it in your own words. The important point to remember is to present the viewpoint given in the role. Whether or not you agree with it, attempt to convince others it is the position they should take. You are supportive of the need for the content in the proposed course but really feel it could be covered just as well in existing courses as health, social studies, and science. Because of your administrative role, you want to find out what others think before making a strong statement against the course or coming out in support of it.

Role of Dr. K. Strong

As a member of the administration, responsible to the school board, citizens and faculty, I want to be sure that whatever we decide, it's in the best interests of all and especially the students. I am quite familiar with the proposed course, having reviewed the district's curriculum committee's report on it and having participated in the school board discussion about it. I have no real reservations about the need for the course - it would provide the opportunity for our students to obtain very necessary competencies needed for adult living. I do have some reservations about it being required of all of our students. In part, my reservations have to do with the many demands being made upon the educational system as to what we should be teaching. Also, there is the question as to whether or not these skills could be taught as part of existing courses that are required for graduation. Though there should be a basic curriculum for all students, we still need to allow them to have choices to explore and pursue various areas of interest. Just as the administration tends to resent state and federal mandates for education, parents and students may also resent such mandates. I am very interested in what this committee has to say about the need for such a course.

SUE FREED

(Senior honor student planning to become a medical doctor)

Directions: You may read the role as stated below or state it in your own words. The important point to remember is to present the viewpoint given in the role. Whether or not you agree with it, attempt to convince others it is the position they should take. You don't feel home economics consists of much more than sewing and cooking and see it as having no value for female students who plan to go to college and have a career. In that you're a senior student, you certainly wouldn't want to have to take such a course. The last thing you want to be is "just a housewife".

Role of Sue Freed

I'm pleased to represent the students on this committee. It was a pleasant surprise to find out that they wanted to have student input. Frequently the students feel they are the last ones to even know of possible decisions as this one which affect them more than anyone else.

As a college-bound student who plans to become a professional in an area typically not entered by women, I don't really see a great deal of value in taking a home economics course. Most of what would be taught, bright students can learn on their own or from their mothers. Maybe girls who are not going on to college and want to get married and have a family right away should take such a course. And maybe it would be of value to some of the boys. Personally, as a professional I expect that I'll be making a good enough salary to be able to hire someone to do the cleaning, washing and some cooking. If I should marry and have children, I'd continue to work and would have help. If I had had to take such a required course, I might not be able to graduate one semester sooner. What I've found out about the home economics courses indicates that it really isn't very difficult subject matter. I know such courses wouldn't even count or be accepted in applying to most professional programs at colleges and universities.

In talking to other students, it seems that the college bound ones don't believe it should be a requirement for them but perhaps it should be required or highly recommended for girls not planning to go to college.

MS. ANN CORE

(Home Economics Teacher, Department Chairperson)

Directions: You may read the role as stated or state it in your own words. The important point to remember is to present the viewpoint given in the role. Whether or not you agree with it, attempt to convince others it is the position they should take. You are a tenured home economics teacher and department chairperson for the other home economics teachers in the school district. The proposed course to be required of all high school students evolved as a result of curriculum revision based upon a needs analysis of students, the community, and societal changes. You have had to work extensively with some of your teachers to increase their willingness to teach coed classes and to spend a great deal less time on labs and skills as sewing. One of the factors that has helped motivate them in developing the new curriculum is that fewer girls are signing up for the existing home economics courses and lower enrollment may mean a cut-back in teaching positions. Now that they have been working on the new curriculum, they seem much more committed to the need for such a course and more confident in doing less laboratory teaching.

Role of Ms. Ann Core

As the representative of the home economics teachers and the person responsible for proposing the course to the curriculum council and school board, I would like to provide the rationale for our recommendation. The course we're proposing to be required of all high school students was developed on the basis of surveying the needs of some of our graduates, present students, characteristics of the community and changes that are occurring in our society. We believe that both males and females need to be prepared for independent living as adults, and for assuming work, homemaking and family roles. The traditional role expectations of the male being the bread-winner and the female being the homemaker are not realistic for our changing society. Both males and females need to have knowledge and skills for being consumers, managing resources and making decisions about their home, preparing and eating nutritious food, selecting and caring for their clothing, parenting and family relations. I will be more than pleased to answer questions about the curriculum. I believe everyone here received a topical outline of the course as well as results of the survey and needs analysis.